Resource Development Draft

SPANISH LANGUAGE
AND CULTURE 10–20–30

Program of Studies

October 2001

Alberta
LEARNING

Rationale for Learning Spanish

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Dominican Republic, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States and the Philippines. It is one of the most widely spoken languages in the world.

The value of learning the Spanish language is enormous for Alberta society as a whole. Apart from the common advantages related to the learning of an international language, it permits an insight into the rich and varied cultures developed in the Spanish-speaking world and bestows more opportunity to communicate directly to its people. As well, for some students with a prior knowledge of the language and cultures it offers an opportunity for renewed contact. Whereas it contributes to maintaining and developing literacy for those whose first language is Spanish.

The learning of Spanish, as any other language, develops awareness of and sensitivity to cultural and linguistic diversity. This fact, in addition to preserve cultural identity, is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. Furthermore, it gives the opportunity to identify, question and challenge one's own cultural assumptions, values and perspectives and contribute positively to society.

Also, there is significant evidence to suggest that learning another language contributes to the development of increased grammatical abilities in the first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize, to think abstractly, and it fosters more cognitive flexibility, greater divergent thinking, creativity and meta-linguistic competence.

Moreover, in today's world, the knowledge of a second language and culture in general, is a benefit for the individual, providing language skills that enable to communicate and interact effectively in the global marketplace and workplace. In addition, given the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with the province, the learning of Spanish language provides an important economic advantage.

Assumptions

The following are statements of assumptions which have guided the process of the development of the *Spanish Language and Culture, Three Year Program (10–20–30) Curriculum*:

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.

- Learning Spanish as a second language leads to enhanced learning in both the students' primary language and in related areas of cognitive development and knowledge acquisition. This is true of students who come to the class with some knowledge of Spanish and develop literacy skills in that language. It is also true for students who have no knowledge of Spanish, who are learning it as a second or additional language.

The Conceptual Model

The aim of the *Spanish Language and Culture 10–20–30 Curriculum* is the development of communicative competence* in Spanish.

Four Components

For the purposes of this *Curriculum,* communicative competence is represented by four interrelated and interdependent components. The "**Applications**" component deals with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate. "**Language Competence**" addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts* appropriate to the situation in which they are used. "**Global Citizenship**" aims to develop intercultural competence with a particular focus on cultures of the Spanish speaking world. The "**Strategies**" component helps students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of the *Framework* itself.

Modes of Communication

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific learning outcomes.

Interaction is most often direct, face-to-face oral communication, but can take the form of written communication between individuals using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning (that is, make themselves understood and work to understand others). Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or elucidating meaning in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements such as illustrations in books or the moving pictures that make up television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the author or speaker.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g. a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful since the participants cannot directly negotiate meaning.

Areas of experience

In the *Spanish Language and Culture, Three Year Program (10–20–30) Curriculum*, the following areas of experience are included:

Grade 10	Grade 11	Grade 12
• School • Activities • Time and weather • People around me • Holidays and Celebrations • Shopping and restaurants • And any other areas that meet the needs and interests of the students •	• Daily routine • Clothing • Travel • Food • Health • Sports • And any other areas that meet the needs and interests of the students •	• Arts, Entertainment and Literature • The World of Work • Technology • The Environment • Social Issues • And any other areas that meet the needs and interests of the students •

A Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms[1], contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language functions, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.
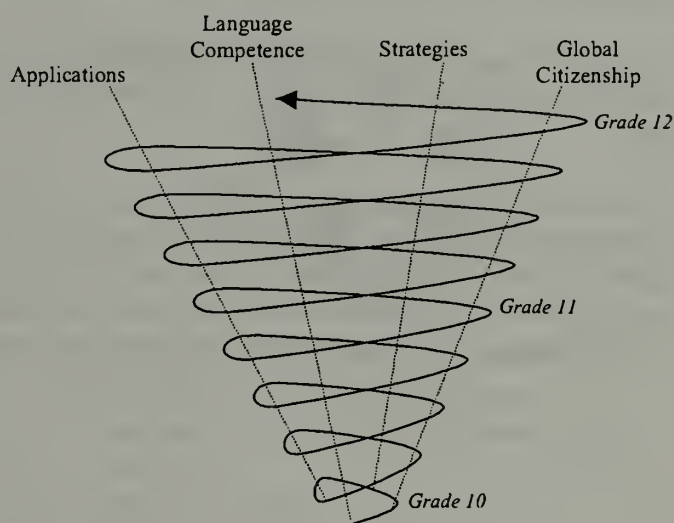
[1] For a sample list of text forms, see the back of the document.

Organization of the Curriculum

General Learning Outcomes

General learning outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general learning outcomes serve as the foundation for the *Curriculum* and are based on the conceptual model outlined above.

- Students will use Spanish in a variety of **situations** and for a variety of **purposes**.
- Students will use Spanish **effectively** and **competently**.
- Students will know and use strategies to maximize **effectiveness** of learning and communication.
- Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

The order in which the general learning outcomes are presented in the *Framework* does not represent a sequential order, nor does it indicate the relative importance of each component. A jurisdiction may choose to emphasize or expand one component more than others in response to the needs and interests of its clientele.

Specific Learning Outcomes

Each general learning outcome is further broken down into specific learning outcomes that students are to achieve by the end of each grade. The specific learning outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner.

The specific learning outcomes are categorized under cluster headings which show the scope of each of the four general learning outcomes. These headings are shown as bullets in the table on the following page.

The specific learning outcomes are further categorized by strands which show the developmental flow of learning from the beginning to the end of the program. However, a learning outcome for a particular grade will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for the acquisition and in the years following will broaden its applications.

General Learning Outcomes

Applications
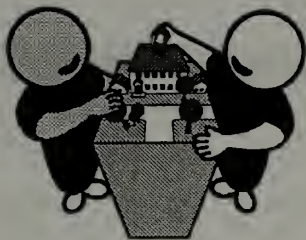
Students will use Spanish in a variety of **situations** and for a variety of **purposes**.
- to impart and receive information
- to express emotions and personal perspectives
- to form, maintain and change interpersonal relationships
- to get things done
- to extend their knowledge of the world
- for imaginative purposes and personal enjoyment

Language Competence

Students will use Spanish effectively and **competently**.
- attend to form
- interpret and produce oral texts
- interpret and produce written texts
- apply knowledge of the sociocultural context
- apply knowledge of how the language is organized, structured and sequenced

Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.
- language learning
- language use
- general learning

Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.
- historical and contemporary elements of the culture
- affirming diversity
- personal and career opportunities

Guide to Reading the *Framework*

General Learning Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

cluster heading
for specific
outcomes

interpret and produce oral texts

	Grade 10	**Grade 11**	**Grade 12**
	Students will be able to:		
aural interpretation	• understand a series of simple sentences in guided situations	• understand short, simple texts in guided and unguided situations	• understand short texts on unfamiliar topics in guided situations
oral interpretation	• produce simple words and phrases in guided situations	• produce short, simple texts in guided situations	• produce short texts in guided and unguided situations
interactive fluency	• engage in simple interactions using short, isolated lexical phrases	• engage in simple interactions	• manage short interactions with ease, with pauses for planning and repair

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

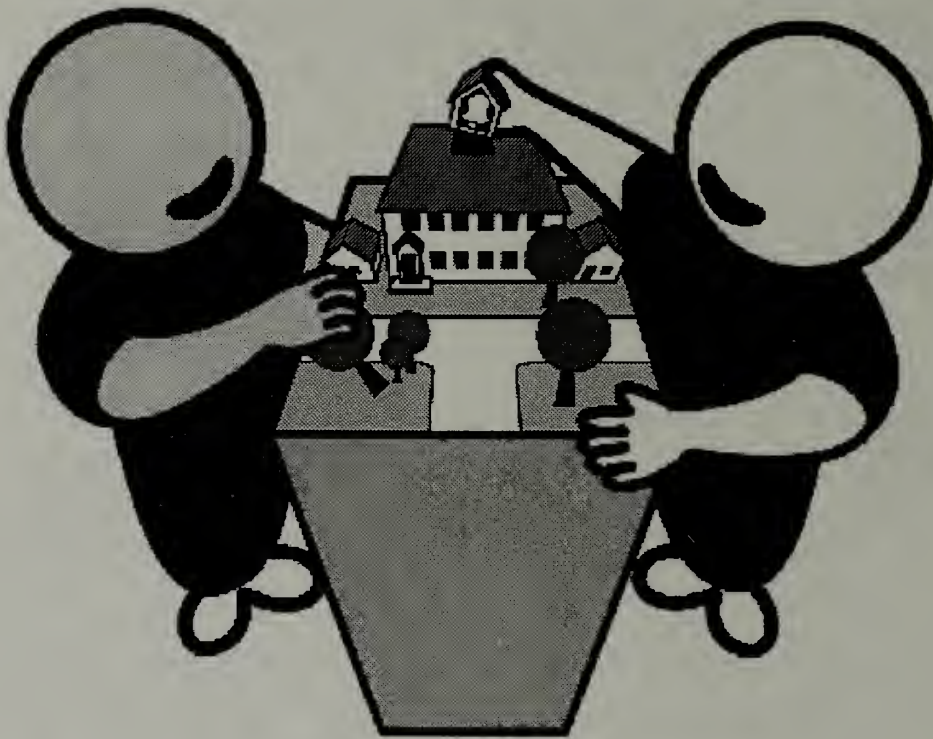read each page horizontally for developmental flow of outcomes from grade to grade

Spanish Language and Culture
10–20–30

This section provides specific learning outcomes for each grade of a three level course of study usually beginning with Spanish 10 and ending with Spanish 30. This course sequence is often labelled 10–20–30 or 15–25–35.
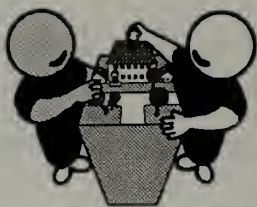
Applications

The specific learning outcomes under the heading "Applications" deal with **what** the students will be able to do with Spanish, that is, the **functions** they will be able to perform and the **contexts** in which they will be able to operate. This functional competence* (also called "actional competence*" by Celce-Murcia, Dörnyei, Thurrell 1995) is important for a content-based* or task-based* approach to language learning where students are constantly engaged in meaningful tasks.
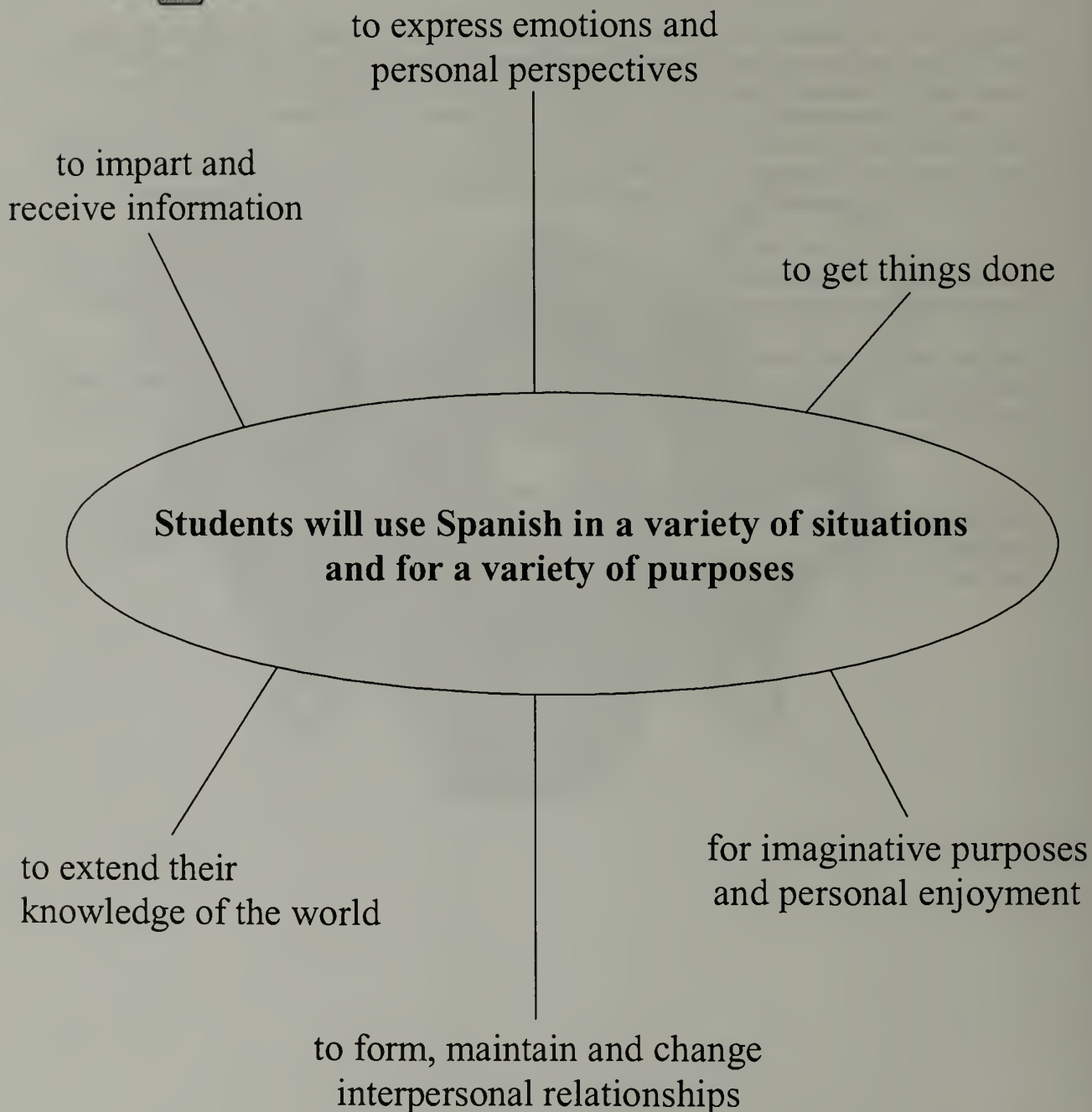
The functions are grouped under six cluster headings (see illustration). Under each of these headings there are one or more strands which show the developmental flow of learning from grade to grade. Each strand deals with a specific language function (identified by strand headings on the left end of the row), for example, "share factual information". Students at any grade level will be able to share factual information. Beginning learners will do this in very simple ways (e.g. This is my dog.). As students gain more knowledge and experience they will broaden the range of subjects they can deal with, learn to share information in writing as well as orally, and will be able to handle formal and informal situations.

Different models of communicative competence* have organized language functions in a variety of ways. The organizational structure chosen here reflects the needs and interests of students in a classroom where activities are focused on meaning and are interactive. For example, the strand entitled "manage group actions" has been included to ensure that students acquire the language necessary to function independently in small groups, since this is an effective way of organizing second language classrooms. The cluster of strands under the heading "to extend knowledge of the world" will accommodate a content-based approach to language learning where students learn content from another subject area as they learn the Spanish language.

The level of linguistic*, sociolinguistic* and discourse competence* which students will exhibit when carrying out the functions is defined in the specific learning outcomes for "Language Competence" for each grade. To know how well students will be able to perform the specific function, the application outcomes must be read in conjunction with the language competence outcomes.

Applications

to express emotions and
personal perspectives

to impart and
receive information

to get things done

Students will use Spanish in a variety of situations
and for a variety of purposes

to extend their
knowledge of the world

for imaginative purposes
and personal enjoyment

to form, maintain and change
interpersonal relationships

to impart and receive information

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
share factual information	• identify concrete people, places, things • ask for and provide basic information • respond to simple, predictable questions	• ask for and provide information on a range of familiar topics • describe people, places, things and series or sequences of events or actions	• provide information on several aspects of a topic, e.g. give a simple report • understand and use definitions, comparisons, examples

to express emotions and personal perspectives

Students will be able to:

	Spanish 10	Spanish 20	Spanish 30
share ideas, thoughts, opinions, preferences	• express a personal response and simple preferences • identify favourite people, places or things	• express a personal response to a variety of situations • inquire about and express likes and dislikes • record and share thoughts and ideas with others	• inquire about and express agreement and disagreement, approval and disapproval, interest or lack of interest, satisfaction and dissatisfaction • state and support a point of view
share emotions, feelings	• respond to and express emotions and feelings in familiar contexts. • identify emotions and feelings	• inquire about, respond and express emotions and feelings in a variety of familiar contexts • record and share personal experiences involving an emotion or feeling	• inquire about, express, and respond to a variety of emotions and feelings • compare the expression of emotions and feelings in a variety of informal situations

to get things done

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
guide actions of others	• indicate basic needs and wants • give and respond to simple oral instructions or commands • suggest a course of action, respond to a suggestion	• make and respond to a variety of simple requests • seek, grant or withhold permission • relay simple messages • encourage or discourage others from a course of action • give and follow a simple sequence of instructions	• make and respond to suggestions in a variety of situations • give and respond to advice and warnings
state personal actions	• respond to offers, invitations, instructions • ask or offer to do something • indicate choice from among several options	• express a wish or a desire to do something • make an offer, an invitation and respond to offers and invitations made by others • inquire about and express ability and inability to do something	• state personal actions in the past, present or future • make a promise, express intention in a variety of situations
manage group actions	• manage turn-taking • encourage other group members to act appropriately • ask for help or clarification of what is being said or done in the group	• suggest, initiate or direct action in group activities • encourage other group members to participate • assume a variety of roles and responsibilities as a group member • negotiate in a simple way with peers in small-group tasks • offer to explain or clarify	• check for agreement and understanding • express disagreement in an appropriate way • express appreciation, enthusiasm, support and respect for contributions of others

to extend their knowledge of the world

	Spanish 10	**Spanish 20**	**Spanish 30**
	Students will be able to:		
discover and explore	• investigate the immediate environment	• make and talk about personal observations • explore classification systems and criteria for categories • discover relationships and patterns	• ask questions to gain knowledge and clarify understanding • explore meaning in a variety of ways, e.g. by drawing a diagram, making a model, rephrasing
gather and organize information	• gather simple information • organize items in different ways • sequence items in different ways	• record and share personal knowledge of a topic • compare and contrast items in simple ways • compose questions to guide research • identify sources of information • record observations	• gather information from a variety of resources • organize and manipulate information, e.g. transform information from texts into other forms such as tables, diagrams, story maps, flow charts
solve problems	• experience problem-solving situations in classroom situations • choose between alternative solutions	• recognize and describe a problem, then propose solutions • understand and use the steps in the problem-solving process	• describe and analyze a problem, then propose solutions • generate and evaluate alternative solutions to problems
explore opinions and values	• listen attentively to the opinions expressed • respond sensitively to the ideas and products of others • make connections between behaviour and values	• express their views on a variety of topics within their direct experience • gather opinions on a topic within their direct experiences • recognize differences of opinion	• explore how values influence behaviour, e.g. describe characters and their motivations in a story • provide reasons for their position on an issue

for imaginative purposes and personal enjoyment

	Spanish 10	Spanish 20	Spanish 30

Students will be able to:

humor/fun

- use the language for fun, e.g. learn simple riddles, jingles and humorous songs
- use the language for fun and to interpret humour, e.g. simple, amusing texts
- use the language for fun and to interpret and express humour, e.g. interpret figures of speech literally using illustrations or short skits

creative/ aesthetic purposes

- use the language creatively
- use the language creatively and for aesthetic purposes, e.g. write poems based on simple, repetitive and modelled language
- use the language creatively and for aesthetic purposes

personal enjoyment

- use the language for personal enjoyment, e.g. listen to favorite music
- use the language for personal enjoyment, e.g. listen to favorite songs in Spanish, play games alone or with friends
- use the language for personal enjoyment, e.g. find a personal pen-pal and exchange letters

to form, maintain and change interpersonal relationships

Students will be able to:

manage personal relationships

- exchange greetings and farewells
- address a new acquaintance, introduce themselves
- exchange some basic personal information (name, age)
- initiate relationships

- apologize, refuse politely
- talk about themselves, respond to the talk of others by showing attention, interest
- make and break social engagements

- initiate and participate in casual exchanges with classmates
- use routine means of interpersonal communications, e.g. telephone calls, personal notes, e-mail messages
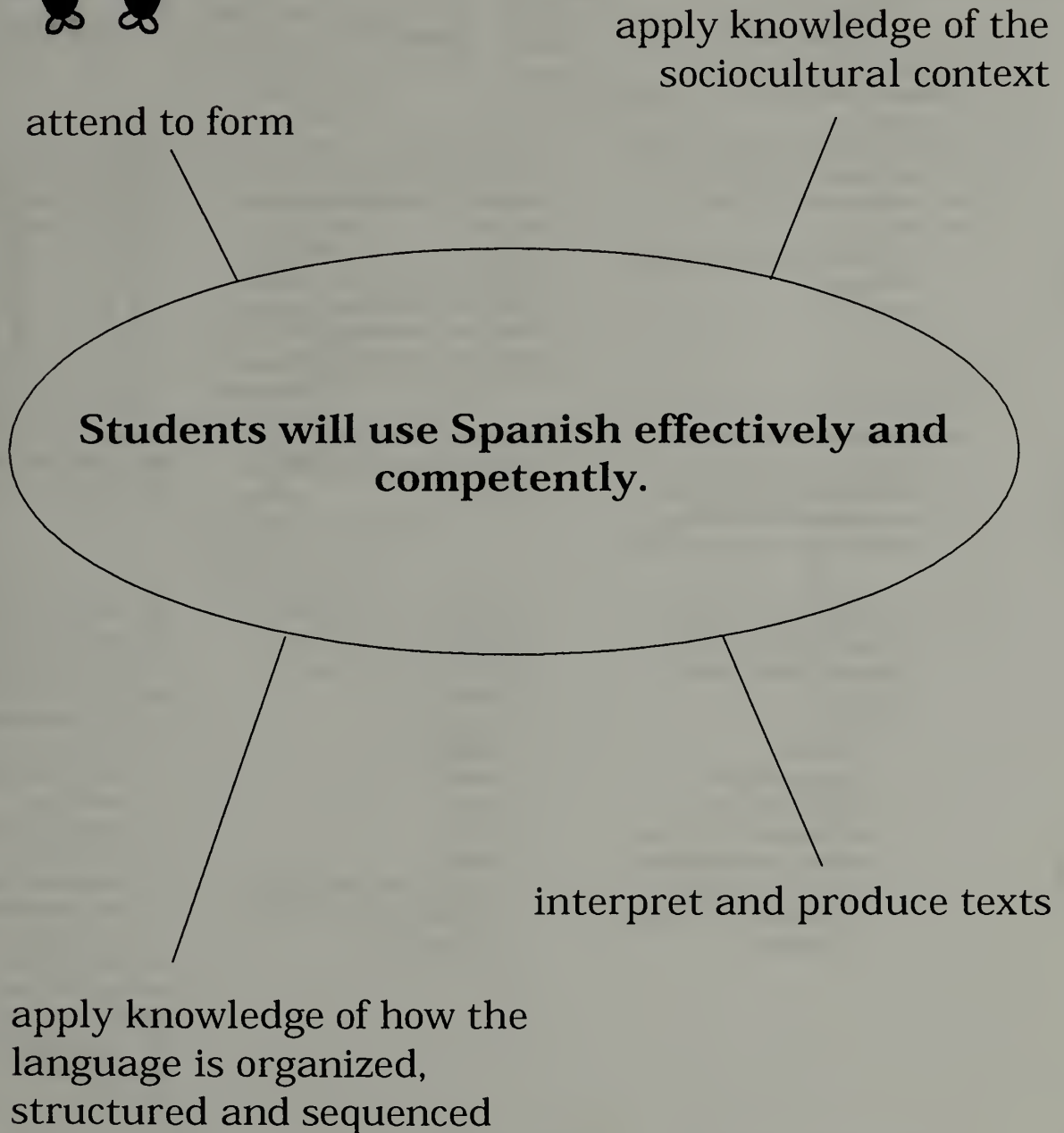
Language Competence

Language competence is a broad term which includes linguistic or grammatical competence*, discourse competence*, sociolinguistic or sociocultural competence* and what might be called textual competence. The specific learning outcomes under "Language Competence" deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed in the context of activities or tasks where the language is used for real purposes, in other words, in practical **applications**.

The various components of language competence are grouped under four cluster headings (see illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of language competence. For example, under the cluster heading "attend to the form of the language", there is a strand for phonology* (pronunciation, stress, intonation), orthography* (spelling, mechanical features), lexicon* (vocabulary words and phrases) and grammar (syntax* and morphology*).

Although the outcomes isolate these components, language competence should be developed through classroom activities which focus on meaningful uses of the language and on **language in context**. Tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out this task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Strategic competence is often closely associated with language competence since students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. This component is included in the language use strategies in the "Strategies" section.

Language Competence

apply knowledge of the
sociocultural context

attend to form

**Students will use Spanish effectively and
competently.**

interpret and produce texts

apply knowledge of how the
language is organized,
structured and sequenced

attend to form

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
phonology*	• pronounce some common words and phrases comprehensibly • use intonation to express meaning • distinguish particular sounds of the language	• use comprehensible pronunciation, stress and intonation when producing words or phrases • recognize some of the effects that intonation and stress are used for in different situations • identify and reproduce some critical sound distinctions that are important for meaning	• consistently and accurately produce the sounds, stress, rhythm and intonation patterns of the Spanish language
orthography*	• relate all letters to the sounds they represent (alphabet) • correctly use spelling patterns and mechanical conventions* e.g. capitalization, punctuation	• be aware of the role that accentuation plays in the Spanish language	• consistently and accurately apply spelling rules and mechanical conventions

lexicon*	• use a repertoire of words and phrases in familiar contexts, within the following areas of experience:
	  • School
	  • Activities
	  • Time and weather
	  • People around me
	  • Holidays and Celebrations
	  • Shopping and restaurants
	  • And any other areas that meet the needs and interests of the students
		• use a range of vocabulary and expressions in familiar contexts, within the following areas of experience:
		  • Daily routine
		  • Clothing
		  • Travel
		  • Food
		  • Health
		  • Sports
		  • And any other areas that meet the needs and interests of the students
			• use a range of vocabulary and expressions in a variety of contexts, within the following areas of experience:
			  • Arts, Entertainment and Literature
			  • The World of Work
			  • Technology
			  • The Environment
			  • Social Issues
			  • And any other areas that meet the needs and interests of the students
			• recognize that one word may have multiple meanings, depending on the context, and that various words and expressions may express the same idea

Grammatical Elements	(please see following page)	(please see following page)	(please see following page)

		Spanish 10	Spanish 20	Spanish 30
Grammatical Elements	Use, in **modeled situations**, the following grammatical elements:	- Indefinite articles: *un, una, unos, unas* - Possessive adjectives: *mi (s), tu (s), su (s), nuestro/a (s) vuestro/a (s)* - Demonstrative adjectives and pronouns: *este/a, ese/a, aquel/la estos/as, esos/as aquellos/as* - commonly used irregular verbs: *querer/poder/hacer* *conocer/saber* *venir/salir* *jugar* - Imperatives (familiar forms in affirmative) - Pronouns after prepositions: *mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes* - Affirmative and negative expressions: *alguien, nadie, algo, nada, también..*	- Imperfect - Preterite/Imperfect - Present Progressive - Reflexives - Simple Future - Conditional - Impersonal *"se"* *Por/para* - Personal *a* *Hace* (expressions of time)	- Possessive pronouns: *mío/a (s) tuyo/a (s), suyo/a (s), nuestro/a (s), vuestro/a (s),* *Past Participle* *Present Perfect* *Pluperfect* *Imperfect Progressive* *Subjunctive mood:* *Present* Subjunctive - to *express wishes and hope: Ojalá que..., quiero que* *to express emotion: alegrarse, sentir...* *to express persuasion: aconsejar, decir, desear, pedir* *after impersonal expressions (es una lástima que..., es necesario que...)* *after cuando and aunque* *Indicative* or Subjunctive with relative pronouns. e.g. *Conozco a alguien que habla español Busca a alguien que hable español* *Passive* voice

Use, in **structured** situations, the following grammatical elements:	gender an number of nouns and qualifying adjectives	Indefinite articles: *un, una,* unos, *unas*	*Imperfect*

<table>
<tr><td rowspan="40" style="writing-mode: vertical">Use, in structured situations, the following grammatical elements:</td></tr>
</table>

(Column 1)

- gender an number of nouns and qualifying adjectives
- definite articles: *el, la, los, las*
- commonly used irregular verbs in the present tense:
  - *ser*/estar/*tener/ir/*
- Present of regular verbs: er/ir
- Tener que+ infinitive
- ir a+ infinitive
- Affirmative and negative sentences
- Interrogative sentences and question words: *qué, quién, cuándo, dónde, adónde, por qué, cuál/es, cuánto/a/os/as*
- me/te/le gusta/an
- Prepositions of place: a la derecha, al lado de, entre, cerca...
- Simple word connectors: *y, pero, porque, también....*

(Column 2)

- Indefinite articles: *un, una,* unos, *unas*
- Possessive adjectives: mi (s), *tu (s), su (s), nuestro/a (s), vuestro/a (s),*
- Demonstrative adjectives and pronouns:
  - *este/a, ese/a, aquel/la estos/as, esos/as*
  - *aquellos/as*
- commonly used irregular verbs in the present tense:
  - *querer/poder/hacer*
  - *conocer/saber*
  - *venir/salir*
  - *jugar*
- Imperative
- Pronouns after prepositions:
  - *mí, ti, él, ella, usted nosotros/as, vosotros/as, ellos/as, ustedes*
- Preterite Regular and Irregular verbs
- nos/os/les gusta/an
- Comparative and superlative
- Direct Object Pronouns: *me, te, lo (s), la (s), nos os*
- Indirect *Object Pronouns:*
- me, te, le (s), nos os
- Double Object Pronouns:
- me la, te la, se la...
- Adverbs ending in –mente
- Simple cohesion markers: Primero, además, por último...
- Afirmative and negative expressions: a*guien, nadie...*

(Column 3)

- *Imperfect*
- *Preterite/Imperfect*
- *Present Progressive*
- *Reflexives*
- *Simple Future*
- *Conditional*
- *Impersonal "se"*
- *Por/para*
- *Personal a*
- *Hace (expressions of time)*

	Use, independently and consistently, the following grammatical elements:			

		• Subject Pronouns
		  • *Yo, tú, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*
		• Present of regular verbs: ar
		• Affirmative and negative sentences
			• *gender an number of nouns and qualifying adjectives*
			• *definite articles: el, la (s), los*
			• *commonly used irregular verbs in the present tense: ser/estar/tener/ir/*
			• *Present of regular verbs: er/ir*
			• *Tener que + infinitive*
			• *ir a+ infinitive*
			• *Interrogative sentences and question words: qué, quién, cuándo, dónde, por qué, cuál/es, cuánto/a (s)*
			• *me/te/le gusta (n)*
			• *Prepositions of place: a la derecha, al lado de, entre, cerca...*
			• Simple word connectors: *y, pero, porque, también...*
			• Preterite Irregular Verbs: *ir, ser, hacer*
			• Direct object pronouns: *me, te, lo (s), la (s), nos os*
				• *Indefinite articles: un, una, unos, unas*
				• *Possessive* adjectives*: mi (s), tu (s), su (s), nuestro/a (s), vuestro/a (s),*
				• *Demonstrative* adjectives and pronouns:
				  • *este/a, ese/a, aquel/la estos/as, esos/as aquellos/as*
				• commonly used irregular
				• verbs in *the* present tense:
				  • *querer/poder/hacer*
				  • *conocer/saber*
				  • *venir/salir*
				  • *jugar*
				• Imperatives
				• Pronouns after prepositions:
				  • *mí, tí, él, ella, usted , nosotros, vosotros, ellos/as, ustedes*
				• Preterite Regular and Irregular verbs
				• nos/os/les gusta (n)
				• Comparative and Superlative
				• Direct and Indirect and Double Object Pronoun
				• me la, te la, se la
				• Adverbs ending in – mente
				• Cohesion markers:
				• Primero, además, por último...
				• Afirmative and negative expressions: *alguien, nadie...*

General Learning Outcome for Language Competence
Students will use Spanish **effectively** and **competently**.

interpret and produce oral texts

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
aural interpretation	• understand a series of simple sentences in guided situations	• understand short, simple texts in guided and unguided situations	• understand short texts on unfamiliar topics in guided situations and familiar topics in unguided situations
oral production	• produce simple words and phrases in guided situations	• produce short, simple texts in guided situations	• produce short texts in guided and unguided situations
interactive fluency	• engage in simple interactions using short, isolated lexical phrases	• engage in simple interactions using a combination of sentences	• manage short interactions with ease, with pauses for planning and repair

interpret and produce written texts

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
written interpretation	• understand a series of simple sentences in guided situations	• understand the main point and supporting details of texts on familiar topics in guided situations	• understand the main point and specific details of text on familiar topics in guided and unguided situations
written production	• produce meaningful phrases and short simple sentences, in guided situations	• produce meaningful short, simple texts in guided situations	• produce short, simple texts in guided and unguided situations
viewing	• derive meaning from a variety of visuals and other forms of non-verbal communication in guided situations	• derive meaning from the visual elements of a variety of media in guided and unguided situations	• identify the purposes, intended audience, messages and points of view in a variety of visual media, in guided and unguided situations.
representing	• use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations	• express meaning through the use of visual elements in a variety of media in guided and unguided situations	• communicate thoughts, ideas and feelings for specific purposes and audiences through a variety of media in guided and unguided situations.

apply knowledge of the sociocultural context

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
register*	• Distinguish between formal an informal situations; use simple forms in formal and informal situations with guidance (e.g. *usted, tú*)	• identify differences between formal and informal registers in a variety of situations • use formal and informal language in familiar situations	• explore formal and informal uses of language in a variety of contexts • adjust language to suit audience and purpose
idiomatic expressions*	• understand and use some simple idiomatic expressions as set phrases	• use learned idiomatic expressions to enhance communication	• use learned idiomatic expressions in a variety of contexts
variations in language*	• experience a variety of voices • acknowledge individual differences in speech	• experience a variety of accents, variations in speech and regional variations in language	• be aware of other influences resulting in variations in language, e.g. age, gender, social class
social conventions*	• imitate simple routine social interactions • use basic social expressions appropriate to the classroom • use basic politeness conventions	• use appropriate oral forms of address for people frequently encountered • recognize verbal behaviours that are considered impolite • recognize important social conventions in everyday interactions, e.g. shaking hands, hugging, kissing	• interpret the use of common social conventions in oral and written texts in guided situations
non-verbal communication*	• understand the meaning of and imitate some common non-verbal behaviours used in the Spanish speaking world, e.g. nodding and shaking head • experiment with using some simple non-verbal means of communication	• recognize appropriate non-verbal behaviours in a variety of familiar contexts, e.g. eye contact, interpersonal space, physical contact. • recognize that some non-verbal behaviours may be inappropriate in certain contexts (the use of the baseball cap indoors)	• interpret and use a variety of forms of non-verbal communication with guidance, e.g.: gestures

apply knowledge of how discourse* is organized, structured and sequenced

Spanish 10	Spanish 20	Spanish 30
Students will be able to:		

cohesion/ coherence

Spanish 10	Spanish 20	Spanish 30
• link words or groups of words in simple ways using linear connectors, e.g. *y, pero, también* • link a sequence of sentences in an organized fashion, e.g. punctuation.	• link sentences with simple cohesion markers, e.g. *además, primero, por último* • link several sentences coherently, e.g. on a single theme • use common conventions to structure texts, e.g. titles, paragraphs	• organize texts using common patterns, e.g. cause and effect, straightforward time sequencing • interpret simple references within texts, e.g. pronouns, demonstratives • organize texts to indicate steps in a procedure or directions to follow

text forms

Spanish 10	Spanish 20	Spanish 30
• experience a variety of oral text forms • recognize some simple oral and written text forms, e.g. lists, letters stories, songs	• recognize a variety of text forms delivered through a variety of media, e.g. videotaped instructions, reports with visuals • use some simple text forms in their own productions, e.g. maps, questionnaires	• identify the organizational structure of a variety of texts forms, e.g. folk tales, newspaper articles, instructions for a game • apply knowledge of text forms to own productions

patterns of social interaction

| Spanish 10	Spanish 20	Spanish 30
• initiate and respond to social interaction patterns in guided situations, e.g. question-answer	• use simple conventions to open and close conversations and manage turn-taking • initiate and respond to simple interpersonal communication (e.g. short telephone call, e-mail messages) in guided situations.	• combine simple social interaction patterns to initiate and perform transactions and interactions (e.g. accept/decline invitations, explanation)

Global Citizenship

The learning outcomes for "Global Citizenship" deal with the development of intercultural competence,* encompassing some of the knowledge, attitudes and skills needed to be effective global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of global citizenship are grouped under three cluster headings (see illustration). Under each of these headings there are several strands (identified by strand headings on the left end of each row) which show the developmental flow of learning from grade to grade. Each strand deals with a single aspect of intercultural competence. For example, under the heading "historical and contemporary elements", there are strands for the processes and methods of acquiring knowledge about Spanish-speaking cultures*: the cultural knowledge thus acquired, applications of that knowledge to aid comprehension and to communicate in appropriate ways, positive attitudes to Spanish-speaking cultures as well as knowledge of the diversity* within those cultures.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. Rather than try to develop a bank of knowledge about the Spanish-speaking cultures, it is more important for students to develop skills in accessing and understanding information on culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The "affirming diversity" heading covers knowledge, skills and abilities that are developed as a result of bringing other languages and cultures into relationship with one's own. There is also a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Global Citizenship
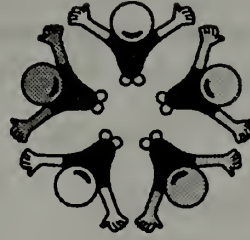
historical and contemporary
elements of the culture

affirming diversity

**Students will acquire
the knowledge, skills and attitudes
to be effective global citizens
through the exploration of the
cultures of the Spanish-speaking
world**

personal and career opportunities

historical and contemporary elements of Spanish-speaking cultures

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
accessing/ analyzing cultural knowledge of the Spanish-speaking world	• ask questions make observations (using their first language) about elements of the culture	• use basic research skills to find out about the culture • compare and make connections between some elements of the culture being studied with their own	• evaluate information about elements of the Spanish-speaking cultures from a variety of sources (including personal experiences where possible), e.g. patterns of behaviour or interaction typical of people their own age • seek out information about the culture from a variety of sources
knowledge of Spanish-speaking cultures	• participate in activities and experiences that reflect elements of the culture	• identify some things they have in common with people their own age who live in the cultures • explore some elements of the cultures	• explore and identify some elements of the cultures, e.g. historical events and their influence on contemporary ways of life and cultural values • Identify and analyze the impact of the Spanish speaking cultures on global society
applying cultural knowledge	• identify elements of the Spanish-speaking cultures in the local community. • Use knowledge of geography to understand some elements of the cultures	• identify commonalities and differences between the Spanish speaking cultures and their own; apply knowledge of the culture to interpret these commonalities and differences	• apply knowledge of the role of the contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts.
diversity within Spanish-speaking Cultures	• experience diverse elements of the Spanish-speaking cultures, e.g. music, clothing, food, etc.) • identify some elements that reflect diversity within the cultures, e.g. rock and folk music.	• identify and explore commonalities and differences between diverse groups within the Spanish-speaking cultures, e.g. differences between urban and rural ways of life, ethnic backgrounds.	• understand major factors that influence the diversity of Spanish-speaking cultures. • apply knowledge of the role of different elements of contemporary Spanish-speaking cultures in global society to enhance interpersonal relations in a variety of contexts and to interpret texts.
valuing Spanish-speaking Cultures	• show willingness participate in cultural activities and experiences related to Spanish-speaking cultures	• identify contributions of Spanish-speaking cultures and global society • express an interest in finding out about people their own age who speak the language being learned	• choose to participate in and contribute to activities and experiences that reflect the culture, e.g.: see a Spanish-speaking movie, attend a cultural event related to Spanish-speaking cultures

General Learning Outcome for Global Citizenship
Students will acquire the knowledge, attitudes and skills to be effective **global citizens** through the exploration of the cultures of the Spanish-speaking world.

affirming diversity

	Spanish 10	Spanish 20	Spanish 30
awareness of first language	*Students will be able to:* • recognize similarities between their first language and Spanish, e.g. cognates	• identify similarities and differences between their first language and the language being learned, e.g. basic word order	• compare oral and written aspects of their first language and the language being learned • identify some words in their first language that have been borrowed
general language knowledge	• recognize that languages can be grouped into families based on common origins • explore the variety of languages spoken by those around them	• know that within a linguistic group, people can have different words for the same thing • recognize that languages may have regional differences in pronunciation, vocabulary, structure, etc.	• identify how and why languages borrow from one another • recognize factors that influence the status of languages • make generalizations about the systematic nature of language • be aware that languages evolve over time
awareness of own culture	• explore and recognize similarities between their own culture and other cultures, e.g. celebrations, food, roles of family members	• make connections between individuals or situations in texts and their own personal experiences • recognize and identify similarities and differences between their own culture and other cultures	• recognize some influences on the development of their personal identity' • identify shared references and the different connotations attached to them in their own culture and the Spanish-speaking cultures, e.g. Christmas, Easter
general cultural knowledge	• recognize that culture is expressed through a variety of forms, e.g. stories, art forms, crafts, music • be aware that geography, climate and history affect the culture of a particular region	• recognize that speakers of the same language may come from different cultural backgrounds	• recognize that within any culture there are important differences in the way people interact. • know that diversity exits within the culture of any Spanish-speaking culture
valuing diversity	• work and demonstrate willigness to interact with others	• be willing to engage in activities that reflect other practices • recognize advantages of entertaining different perspectives	• demonstrate positive attitude towards other languages and cultures • recognize and acknowledge different perspectives • recognize contributions to global society made by people from a variety of cultures
intercultural skills	• adapt to new situations • listen with attention to the opinions of others • initiate new relationships • respect opinions of others; recognize stereotypical thinking • reflect upon own actions and the impact of these actions upon others	• explore how their perspective is shaped by a variety of factors	• explore representations of their own culture as seen from the outside • recognize the implications of ethnocentric perspective • identify and make use of media which facilitates contact with other countries and cultures

personal and career opportunities

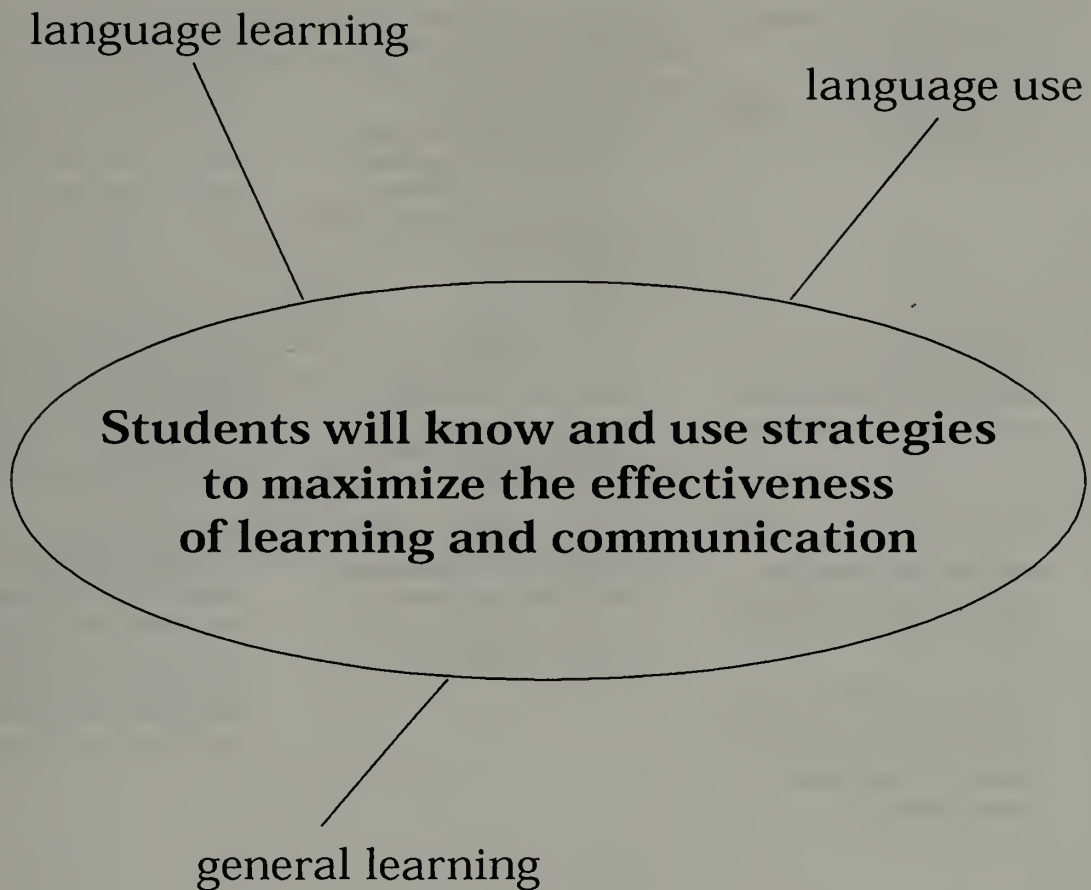|	Spanish 10	Spanish 20	Spanish 30
Students will be able to:			
Spanish and Spanish-speaking cultures, culture and language	• identify purposes for learning Spanish	• explore personal reasons for learning Spanish, e.g. travel, friends, family... • explore opportunities for further education and/or careers related to Spanish	• identify aspects of the history, literature, arts, crafts, etc. of the culture which are of personal interest • explore applications of Spanish and Spanish-speaking cultures in the global workplace and market
cultural and linguistic diversity	• Identify purposes for learning additional languages and learning about world cultures • suggest some reasons for participating in activities and experiences that reflect elements of different cultures	• explore personal reasons for learning additional languages and experiencing other cultures. • explore opportunities for further education or careers related to languages and culture • identify some countries where there is significant linguistic and cultural diversity	• identify aspects of the history, literature, arts, crafts, etc. of different cultures which are of personal interest • explore applications of language and cultural learning in the global workplace and marketplace

Strategies

Under the "Strategies" heading are specific learning outcomes which will help students learn and communicate more **effectively**. Strategic competence* has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. The learning outcomes that follow deal with strategies for language learning*, language use* in a broad sense, as well as general learning strategies which help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the learning outcomes deal only with the **conscious use** of strategies.

The strategies are grouped under three cluster headings (see illustration). Under each of these headings there are several strands which show the development of awareness and skill in using strategies from grade to grade. Each strand deals with a specific category of strategy (identified by a strand heading on the left end of the row). Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use a specific strategy at a particular grade level. Consequently, the learning outcomes describe the student's knowledge of and ability to use a certain type of strategy. The strategies described are **only examples** which have been provided to give an idea of the kinds of strategies students of that age and that level of proficiency might benefit from.

A global list of the strategies mentioned in the specific learning outcomes can be found in the back of the document. Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Strategies

language learning

language use

Students will know and use strategies to maximize the effectiveness of learning and communication

general learning

language learning

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
cognitive	• use simple cognitive strategies, with guidance, to enhance language learning, e.g. memorize new words by writing and repeating them silently or aloud	• identify and use a variety of cognitive strategies to enhance language learning, e.g. group together sets of things (vocabulary, structures) with similar characteristics; identify similarities and differences between aspects of the language being learned and their own language	• select and use a variety of cognitive strategies to enhance language learning, e.g. associate new words or expressions with familiar ones, either in the language being learned or in their own language
metacognitive	• use simple metacognitive strategies, with guidance, to enhance language learning, e.g. rehearse or role-play language	• identify and use a variety of metacognitive strategies to enhance language learning, e.g. reflect on the listening, reading and writing process, listen or read for key words	• select and use a variety of metacognitive strategies to enhance language learning, e.g. evaluate their own performance of comprehension at the end of a task, keep a learning log
social/ affective	• use simple social and affective strategies, with guidance, to enhance language learning, e.g. seek the assistance of a friend to interpret a text • be willing to take risks, try unfamiliar tasks and approaches • understand that making mistakes is a natural part of language learning	• identify and use a variety of social and affective strategies to enhance language learning, e.g. work with others to solve problems, get feedback on tasks	• select and use a variety of social and affective strategies to enhance language learning, e.g. repeat back new words or expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate

language use

	Spanish 10	Spanish 20	Spanish 30
	Students will be able to:		
interactive	• use simple interactive strategies with guidance, e.g. indicate lack of understanding verbally or non-verbally	• identify and use a variety of interactive strategies, e.g. start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction.	• select and use a variety of interactive strategies, e.g. use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution to compensate for lack of vocabulary.
interpretive	• use simple interpretive strategies with guidance, e.g. use illustrations to aid reading comprehension; listen and read selectively; make predictions about what they expect to hear or read; gestures; keywords	• identify and use a variety of interpretive strategies, e.g. prepare questions or a guide to note down information found in the text	• select and use a variety of interpretive strategies, e.g. infer the probable meaning of unknown words or expressions from contextual clues; reread several times to understand complex texts
productive	• use simple productive strategies with guidance, e.g. mimic what the teacher says, use words that are visible in the immediate environment	• identify and use a variety of productive strategies, e.g. use knowledge of sentence patterns to form new sentences	• select and use a variety of productive strategies, e.g. use resources to increase vocabulary

general learning

	Spanish 10	**Spanish 20**	**Spanish 30**
	Students will be able to:		
cognitive	• use simple cognitive strategies to enhance general learning, e.g. connect what they already know with what they are learning; classify objects according to attributes	• identify and use a variety of cognitive strategies to enhance general learning, e.g. write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task	• select and use a variety of cognitive strategies to enhance general learning, e.g. make inferences, identify and justify the evidence on which their inferences are based; distinguish between fact and opinion when using a variety of sources of information
metacognitive	• use simple metacognitive strategies to enhance general learning, e.g. discover how their efforts can affect their learning; explore and identify different learning styles	• identify and use a variety of metacognitive strategies to enhance general learning, e.g. make a plan in advance about how to approach a task; keep a learning journal such as a diary or log	• select and use a variety of metacognitive strategies to enhance general learning, e.g. identify their own needs and interests
social/ affective	• use simple social and affective strategies to enhance general learning, e.g. seek help from others; participate in co-operative learning	• identify and use a variety of social and affective strategies to enhance general learning, e.g. encourage themselves to try, even though they might make mistakes	• select and use a variety of social and affective strategies to enhance general learning, e.g. use support strategies to help peers persevere at learning tasks; participate actively in conferencing and brainstorming

Areas of Experience

Grade 10	Grade 11	Grade 12
• School • Activities • Time and weather • People around me • Holidays and Celebrations • Shopping and restaurants • And any other areas that meet the needs and interests of the students	• Daily routine • Clothing • Travel • Food • Health • Sports • And any other areas that meet the needs and interests of the students	• Arts, Entertainment and Literature • The World of Work • Technology • The Environment • Social Issues • And any other areas that meet the needs and interests of the students

Global List of Strategies

Language Learning Strategies

Cognitive
Students will:
- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the Spanish language and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g. cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of false cognates

Metacognitive

Students will:

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate their own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition and identify one or more they consider particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable them to cope with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor their own speech and writing to check for persistent errors
- be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/affective

Students will:

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

Students will:

- use words from their first language to get their meaning across, e.g. use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g. mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g. *¿Cómo? Disculpe, No entiendo, No comprendo*
- ask for clarification or repetition when they do not understand, e.g. *¿Qué quiere decir...? ¿Puede repetir, por favor?*
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize if the message has been understood, e.g. puzzled look
- start again using a different tactic when communication breaks down, e.g. *Quiero decir que...*
- use a simple word similar to the concept they want to convey and invite correction, e.g. *fruta* for *naranja*
- invite others into the discussion, eg. *¿no?, ¿verdad?*
- ask for guidance when new vocabulary and expressions are needed, *eg. ¿Cómo se dice... en español?*
- ask for confirmation that a form used is correct, e.g. *¿se puede decir...?* use a range of fillers, hesitation devices and gambits to sustain conversations, e.g. *Pues..., a ver..., bueno..., ¿qué más...?*
- use circumlocution to compensate for lack of vocabulary, e.g. *la máquina que se usa para lavar la ropa* for *lavadora*
- repeat back part of what someone has said to confirm mutual understanding, e.g. *quieres decir que..., es decir que...*
- summarize the point reached in a discussion to help focus the talk, eg. *Es decir..., o sea...*
- ask follow-up questions to check for understanding, e.g. *¿Me entiende?, ¿me sigue?, ¿está claro?*
- use suitable phrases to intervene in a discussion, e.g. *Por cierto, hablando de...*
- self-correct if errors lead to misunderstandings, e.g. *Mejor dicho, lo que quiero decir es...*

Interpretive

Students will:

- use gestures, intonation, visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension
- infer probable meaning of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in the text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess their own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

Students will:

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of tools to correct texts, e.g. personal and commercial dictionaries, checklists, grammar resources
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

Students will:

- classify objects, ideas according to their attributes, e.g. animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the world wide web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

Students will:

- reflect on learning tasks with the guidance of the teacher
- reflect upon their thinking processes and how they learn
- choose from among learning options
- discover how their efforts can affect their learning
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/affective

Students will:

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- encourage themselves to try, even though they might make mistakes
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks, e.g. offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g. deep breathing, laughter
- use social interaction skills to enhance group learning activities

Sample List of Text Forms

Written Texts

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Comic strips
- Dictionary and grammar items
- Encyclopaedia entries
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other "how to" texts
- Invitations
- Journals, agendas, diaries and logs
- Labels and packaging
- Letters, business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Textbook articles
- Tickets, timetables and schedules

Oral Texts

- Advertisements
- Announcements
- Ceremonies, religious and secular
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and hymns
- Telephone conversations

Multimedia Texts

- Advertisements
- CD Roms
- Computer
- Games
- Movies and documentaries
- Slide/tape/CDs and video/DVD presentations
- TV programs
- Websites